**Lesson Plan -** **American History**

|  |  |  |
| --- | --- | --- |
| **Course: American History** | **Unit 2 – Settling the West** | **Instructor: McDonald/Schmitt** |

|  |  |  |
| --- | --- | --- |
| **Objective:** Students will be reintroduced to the origins of American society and its relationship to modern society | **Date(s):** | |
| **Standard/Benchmark:** [LA.1112.1.6.1](http://connected.mcgraw-hill.com/ssh/DA1BAB62-4B74-11DB-ABAF-F681ADECFD11), [LA.1112.1.6.3](http://connected.mcgraw-hill.com/ssh/DA1BDB64-4B74-11DB-ABAF-F681ADECFD11), [LA.1112.2.2.2](http://connected.mcgraw-hill.com/ssh/DA1E254A-4B74-11DB-ABAF-F681ADECFD11), [LA.1112.2.2.3](http://connected.mcgraw-hill.com/ssh/DA1E3DB4-4B74-11DB-ABAF-F681ADECFD11), [SS.912.A.1.2](http://connected.mcgraw-hill.com/ssh/AF2FEA9A-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.1.4](http://connected.mcgraw-hill.com/ssh/AF30C56E-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.3.1](http://connected.mcgraw-hill.com/ssh/AF35F82C-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.3.4](http://connected.mcgraw-hill.com/ssh/AF372B70-CCB8-11DD-A7C8-69619DFF4B22) Common Core - RH 1, 11-12 RH 2, 11-12 RH 3, 11-12 RH 4, 11-12 RH 9, 11-12 RH 7 (**see attached standards lists**) | | |
| **Essential Question:** **In what ways did mineral discoveries shape the settlement of the West**? | | |
| **Instructional Focus (FCIM): Cause and Effect, Compare and Contrast, Implied Meaning, reliability and validity** | **Materials:** Textbook, Cornell-notes, projector | |
| **Vocabulary (for active Word Wall):** barrios, homestead, sodbuster, hacienda, hydraulic mining, bonanza farm, nomad, assimilate | **Cross Curricular Connection:** Writing and reading support Language Arts/Reading Classes |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Warm-up/Opening:**  Students will engage in a primary source analysis / vocab activity prior to the start of class. Students will complete the activity on their own and instructor led discussion to follow. Instructor will rotate around the room to make sure students are focused on their work and help aid understanding. Students will also be allowed the opportunity to revisit confusing areas. | **Time10** |  | **Teacher Notes:** | **Instructional Strategy:**  Gradual Release - WICOR  **Instructional Strategy (Writing):** Vocabulary, SIE (statement-identify argument-Explain evidence)  **Essential Reading Strategy (Student):**  Making Connections (comprehension)/context clues |
| **Instructional Focus Lesson**:  Students will be reminded of the connections that this unit has with key comprehension tools such as cause and effect, compare and contrast, context clues, validity, reliability and bias. Relationships to our modern world will also be introduced at this time so students can make connections. Focus on making connections | **Time**  **10** |
| **Mini-Lesson with Modeling:**  Instructor will begin discussion on Chapter 2 lesson 1 Miners and Ranchers. This unit will cover reviewing the Settling the West. The focus of today’s lesson will be introducing the main ideas surrounding Miners and Ranchers settling the west. Students will be required to listen, ask, and answer questions in order to familiarize themselves with the topic, key ideas and terms. Students will also be required to take Cornell notes pertaining to relevant information regarding the topic. | **Time**  **20** |
| **Student Work Period:**  Students will create (3) poems about the lives of miners, ranchers and life in the Hispanic Southwest. Students will need to include mention of a key topic from each of the subtitled sections in the text. Furthermore, they will need to include details from the reading (pages referenced) to get full credit. Discussion and sharing out of poems to follow if time allows. Group share out prior to end of class. Writing activity to close class – SIE based on the Essential Question of the day. **WRAP- UP:** Instructor will utilize information from the days class to review the aforementioned topic and present students with higher order questioning | **Time**  **45** | **Scripted Higher Order Questions**   * **How might the introduction of barbed wire have an effect on the lives of cowboys?** * How might the development of mining in a region change the makeup of that territory? | |
| **Closing:** Review / Expectations / Final Questions  **Assessment:** Class work (see above)  **Homework:** | **Time**  **10** | **Reflection on Lesson** | |

**See Attached for information below**

|  |  |  |  |
| --- | --- | --- | --- |
| **Data Utilized to Identify Students for Differentiated Instruction**  **Marzano’s 9 High-Yield Strategies**  (circle all that apply)   1. Identifying Similarities & Differences 2. Summarizing & Notetaking 3. Reinforcing Effort/Providing Recognition 4. Homework & Practice 5. Nonlinguistic Representations 6. Cooperative Learning 7. Setting Objectives & Providing Feedback 8. Generating & Testing Hypotheses 9. Cues, Questions, & Advance Organizers | **Differentiated Instruction**  **Small Group – Intensive**  Assignment(s):   * Syllable pronunciation * Vocabulary * Reading accuracy * Building word knowledge * Sentence level instruction   Student(s):  . | **Differentiated Instruction**  **Small Group – Proficiency**  Assignment(s):   * SQ3R * Reciprocal Teaching * Vocabulary sounding/roots, affixes/meaning * Graphic organizers * Sentence and paragraph level instruction   Student(s): | **Differentiated Instruction**  **Small Group – Enrichment**  Assignment(s):   * Two Column notes * Activate background knowledge * KWL Chart * Think-Pair-Share * Text Features (main idea, context) * Extended discussion for meaning   Student(s): |